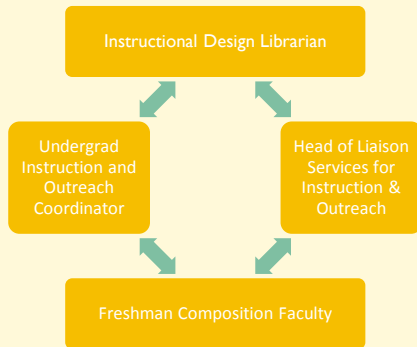


Backwards in Heels:

Partnering for Learner-centered Pedagogy in Online Modules

The Dancers

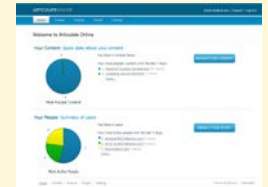
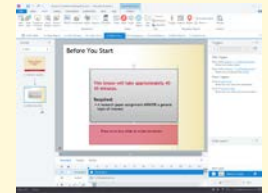


- ID Librarian collaborated with senior instruction librarians on concepts/content (later in project, Instruction Librarian also looped in)
- ID Librarian produced content, convened group for review, revised – repeated process multiple times over nearly 1 year
- Senior instruction librarians reached out to freshman composition faculty, built on existing relationships
- Faculty piloted module in 15 F2F, hybrid, and online class sections, shared results, incentivized students to give feedback

The Stage

Working with Articulate Storyline

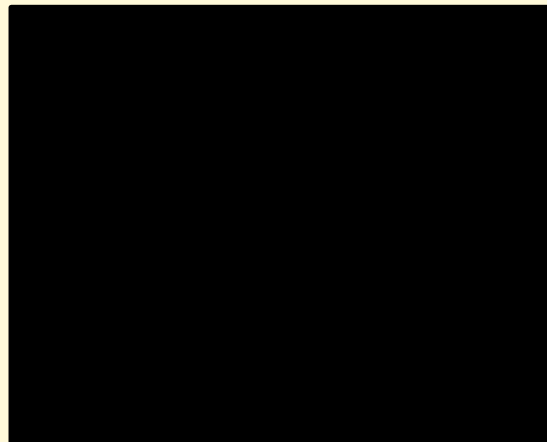
- Selected by teaching librarians for ability to develop own content, ease of use, many interactivity options
- Some difficulties with Blackboard integration – used web hosting/tracking system, Articulate Online, for convenience during pilot
- Library ownership of online hosting: ID Librarian provided answer reports to faculty, faculty shared student work with instruction librarians
- Built custom exercises with greater active learning potential than preset options
- Pros: flexible, powerful, easy to use, visually appealing output, fairly robust reporting
- Cons: costly, low user limit, issues with complex reports, creating custom user input cumbersome, slow pace of addressing issues, Flash dependency



The Steps

Module & Pedagogy

- Asynchronous, self-paced interactive online module on developing research questions aimed at first-year composition classes (with possibility of expanded audiences in the future)
- Student develops own topic into a research question using a mind map activity, completing part of the map in each module section
- 4 main sections on parts of the development process: brainstorming, pre-searching, narrowing, and forming the question itself
- At the end the student's complete mind map is displayed, which faculty required to be submitted and/or brought to class for peer review
- Faculty assigned module as part of research paper process to ensure relevance and motivation



Assessment & Feedback

- Student input in mind map saved on back end
- In pilot, 74% of students developed a more complex topic that included ideas produced during the module process
- 37% of pilot research questions were rated Strong on our rubric, 46% Developing, 9% Weak
- In an open-ended survey question, 27 out of 69 respondents volunteered that the module helped them develop a better research question, and when asked what was least helpful about the module, 12 stated the entire module was helpful
- In an in-person feedback session with one class, a majority of students indicated they found the module helpful and appreciated the relevance of working with their own topics